

Curriculum Map 2022 onwards

Subject: English Language and Literature		For further information, please see the <a href="#">KS3 Curriculum Booklet</a>		
Year 7	Content	Skills and knowledge	Assessments/Checkpoints	Comments
Autumn Term 1	Identity Poetry	Identify poetic methods in poems Consider the effects of the methods on the reader Consider the poet's intentions	<u>Reading</u> <i>Analyse Presents from My Aunts in Pakistan</i>	Diversity
Autumn Term 2	A Christmas Carol Graphic Novel	Consider different presentations of character, themes and plot Learn about Victorian context Consider Dickens' intentions in writing the novella Analyse Dickens' use of descriptive language	<u>Writing</u> Write a description of a winter scene	19 <sup>th</sup> Century literature  The Victorian era
Spring Term 1	Shakespeare Julius Caesar	Understand the origins of the tragedy genre and learn key tragedy vocabulary Analyse stagecraft and apply it to a production Study key scenes of the play (30 minute version) Write a soliloquy to accompany a group performance Practise how to perform a scene	<u>Spoken Language</u> Perform a soliloquy as part of a group performance  <u>SPAG</u> on soliloquies	Oracy  Enrichment - Drama  Links to Classics - Aristotle
Spring Term 2	Travel Writing	Understand what makes an engaging piece of travel writing Study a range of travel writing extracts Utilise a range of devices in writing Employ a range of sentences and punctuation Create tone and mood in writing	<u>Writing</u> Write a piece of travel writing in the style of Bill Bryson	
Summer Term 1	The Breadwinner	Understand the contextual factors connected to this text – e.g. the war in Afghanistan Whole text structure The features of a story: characterisation, setting, plot How to analyse Ellis' use of language	<u>Reading</u> Analyse a short section of text	Oracy - Choral reading
Summer Term 2				

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Year 8	Content	Skills and knowledge	Assessments/Checkpoints	Comments
Autumn Term 1	Noughts and Crosses Media Unit	Building on skills learned in year 7 The Breadwinner: character, setting, plot Identify the features of a dystopian novel Study effective trailers Learn key aspects of media language and explore their effects Explore meanings created through media language choices	<u>Reading</u> Analyse a still image from the trailer	Diversity – own voices text  Enrichment – media studies
Autumn Term 2	Noughts and Crosses Writing Unit	Consider Blackman’s intentions in writing the novel and the fact this is an ‘own voices’ text Examine the key themes in the novel Learn how to write descriptions and narratives Use a variety of punctuation and sentences for effect	<u>Writing</u> Creative Writing	Oracy - Choral Reading
Spring Term 1	War Poetry	Build on skills learned in year 7 Identity Poetry Identify poetic methods in poems Consider the effects of the methods on the reader Consider the poet’s intentions, particularly considering their anger about the war	<u>Reading</u> Analyse <i>Dulce et Decorum Est</i>	Links to History – First World War
Spring Term 2	Shakespeare Hamlet	Build on skills learned in year 7 Julius Caesar Study Shakespeare's dramatic methods Analyse stagecraft and apply it to a production Consider how the play fits the tragic genre Practise how to perform a scene	<u>Spoken Language</u> Perform a scene from the play and write up an analysis of the stagecraft choices which you made  <u>SPAG</u> on stagecraft analysis	Enrichment – Drama  Links to Classics - Aristotle
Summer Term 1	Survival Anthology	Learn how writers evoke pathos for vulnerable groups Explore and evaluate the effectiveness of these methods using theory Practise using some of these devices in our own writing	<u>Writing</u> Produce a piece of persuasive writing to encourage people to support a charity of your choice	
Summer Term 2				

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Year view Subject: English Language and Literature				
NB Pupils have 8 lessons per fortnight in year 9, some classes are split between two teachers			For further information, please see the <a href="#">KS4 Curriculum Booklet</a>	
Year 9	Content	Skills and knowledge	Assessments/Checkpoints	Comments
Autumn Term 1	Poetry Anthology	Building on skills learned in Identity poetry (y7) and War poetry (y8) Identify poetic methods in poems Consider the effects of the methods on the reader Consider the poet's intentions Learn to compare 2 poems	<u>Reading</u> Comparative essay on two poems	
Autumn Term 2	The Great Gatsby	Building on skills learning in The Breadwinner (y7) and Noughts and Crosses (y8) Choral reading Analyse page to screen using the Baz Luhrmann film version – analysis of colour connotations, camera angles, lighting, props Analysis of extracts of text – e.g. Valley of ashes setting Look at the novel through a Marxist lens Whole text structure – the tragic arc	<u>Reading</u> The Great Gatsby extract-based question	Marxism  Enrichment – media studies
Spring Term 1	Thrive Compendium	Reading a diverse range of extracts from stories / poems where the main character faces a struggle Building ambitious vocabulary How to structure a short story How to create a character with which the reader sympathises	<u>Writing</u> Write a short story about a character who thrives in the face of a struggle	Diversity  19 <sup>th</sup> Century Literature
Spring Term 2	Shakespeare Romeo and Juliet	Build on skills learned in Julius Caesar (y7) and Hamlet (y8) Apply knowledge of the tragic genre and key tragedy vocabulary to the play Watch a full play version – analyse stagecraft and apply it to a production Analyse key scenes, learning how to make links to the text as a whole	<u>Reading</u> Extract based question	Links to Classics – Aristotle
Summer Term 1	The Art of Rhetoric: the power of language	Introduce new terminology for Language and Power Analyse the art of rhetoric in famous speeches Study questioning and responding Craft and deliver an argument in the form of a speech	<u>Writing</u> Write a persuasive speech	Links to A Level English Language
Summer Term 2			<u>Spoken Language</u> Complete GCSE spoken language task	Oracy

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English Language and Literature			For further information, please see the <a href="#">KS4 Curriculum Booklet</a>	
Year 10	Content	Skills and knowledge	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	Literature: Conflict and Power Poetry: Cluster 1 – Misuse of Power 19 <sup>th</sup> Century Literature: Jekyll and Hyde <b>OR</b> Frankenstein	Build on knowledge of poetry learned in years 7, 8 + 9 Study each of the 5 poems in detail, understanding the poet's choices and their intentions Make connections between the poems Build on knowledge of 19 <sup>th</sup> Century Literature and whole text analysis; Read the text and study each chapter in detail; Make connections to contextual knowledge of the texts; Consider authorial intention.	<u>Literature</u> Comparison between 2 poems from Cluster 1 (open book)  19 <sup>th</sup> Century Novel extract question	
<b>Autumn Term 2</b>	Language: Paper 2 Reading	Build on knowledge of non-fiction texts Build on knowledge of inference skills (Q2) and synthesis, how to analyse language (Q3) and how to compare writers' perspectives (Q4)	<u>Language</u> Paper 2 reading	
<b>Spring Term 1</b>	Language: Paper 2 Writing Literature: Conflict and Power Poetry Cluster 2 – Lasting effects of conflict	Build on knowledge from year 9 of the art of rhetoric Study debating skills  Study each of the 5 poems in detail, understanding the poet's choices and their intentions Make connections between the poems and the 5 poems taught in Autumn term 1	<u>Language</u> Paper 2 Writing	
<b>Spring Term 2</b>	Literature: Unseen Poetry	Apply knowledge of how to analyse poetry to unseen texts, Analyse writers' methods; Compare writers' methods (8 mark question new skill)	<u>Literature</u> Unseen poetry analysis	
<b>Summer Term 1</b>	Literature: Shakespeare Macbeth	Build on skills learned in Julius Caesar (y7), Hamlet (y8) and Romeo and Juliet (Y9) Apply knowledge of the tragic genre and key tragedy vocabulary to the play; Watch a full play version – analyse stagecraft and apply it to a production; Analyse each key, learning how to make links to the text as a whole; Consider contextual factors including kingship, the supernatural, the gunpowder plot, dual context; Understand Shakespeare's intentions in writing the play	<u>Literature</u> Macbeth extract	
<b>Summer Term 2</b>	Revision of J&H, Paper 2 Reading and Writing, Poetry	Teach how to revise for English Interleave learning quotations	End of year exams: GCSE English Language Paper 2 reading and English Literature Paper 1 (Macbeth and 19 <sup>th</sup> Century Novel)	

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Year view Subject: English Literature			For further information, please see the <a href="#">KS4 Curriculum Booklet</a>	
Year 11	Content	Skills and knowledge	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	Literature: Macbeth	Build on skills learned in Julius Caesar (Y7), Hamlet (Y8) and Romeo and Juliet (Y9) Apply knowledge of the tragic genre and key tragedy vocabulary to the play; Watch a full play version – analyse stagecraft and apply it to a production Analyse each key, learning how to make links to the text as a whole; Consider contextual factors including kingship, the supernatural, the gunpowder plot, dual context; Understand Shakespeare’s intentions in writing the play	Checkpoint analysis of early sections of the play.	Interleaved revision of all texts
<b>Autumn Term 2</b>	Language: Paper 1 Reading  Jekyll and Hyde	Build on skills of retrieving information from a text How to analyse language (Q2), whole text structure (Q3) and evaluation of a statement (Q4) Revision of Jekyll and Hyde	Mock Exams: Language Paper 1 Reading Macbeth Jekyll and Hyde	
<b>Spring Term 1</b>	Language: Paper 1 Writing  Literature: Poetry Cluster 3 – Nature and Time	Build on knowledge of descriptive and narrative writing, broaden vocabulary  Study each of the 5 poems in detail, understanding the poet’s choices and their intentions Make connections between the poems and the 10 poems taught in year 10	Writing question	
<b>Spring Term 2</b>	Revision of Language Paper 2 Revision of all Literature texts (An Inspector Calls, Poetry, Jekyll and Hyde)	Completing past papers to perfect exam technique  Learning quotations Completing past papers to perfect exam technique	Practice papers	
<b>Summer Term 1</b>	Revision	Revision	Practice papers	
<b>Summer Term 2</b>	Study Leave	Study Leave	Study Leave	Study Leave

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Year view Subject: English Literature		NB Students have 5 lessons per fortnight in Year 12		For further information, please see the <a href="#">KS5 Curriculum Booklet</a>	
Year 12	Content	Skills and knowledge	Assessments/Checkpoints	Comments	
<b>Autumn Term 1</b>	Introduction to tragedy Teacher 1: Othello	Understand the history of the Tragic genre Begin to apply the genre to a range of texts Learn key terminology and how to apply it Detailed study of Othello Acts 1 and 2 Detailed study of Death of a Salesman	Paper 1 Section A Othello extract essay	If they have studied at EGS in y7-11 they will have good knowledge of the Tragedy Genre	
<b>Autumn Term 2</b>	Teacher 2: Death of a Salesman		Paper 1 Section C Death of a Salesman debate essay		
<b>Spring Term 1</b>	Teacher 1: Othello	Detailed study of Othello Acts 3-5 with application of tragedy	Paper 1 Section B Othello debate question		
<b>Spring Term 2</b>	Teacher 2: Keats – Lamia, The Eve of St. Agnes, La Belle Dame sans Mercy, Isabella	Detailed study of Keats Poetry with application of tragedy	Paper 1 Section C Death of a Salesman and Keats debate question		
<b>Summer Term 1</b>	Non-Examined Assessment	Taught element – using critical anthology teach the 6 theories Marxism / Feminism / Post-Colonial / Narrative / Eco-critical / The Literary Canon	Mock examination Paper 1 Section A and C		
<b>Summer Term 2</b>		Application of these elements to their own texts	Submission of detailed essay plan	The NEA essays need to be drafted during the summer holidays to be submitted upon return	

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<b>Year view Subject: English Literature</b>		<b>NB Students have 5 lessons per week in Year 13</b>		For further information, please see the <a href="#">KS5 Curriculum Booklet</a>	
<b>Year 13</b>	<b>Content</b>	<b>Skills and knowledge</b>	<b>Assessments/Checkpoints</b>	<b>Comments</b>	
<b>Autumn Term 1</b>	Introduction to Political and Social Protest Literature  Teacher 1: The Handmaid's Tale Teacher 2: The Kite	Understand the genre and its origins Learn key terminology and how to apply it to the genre Detailed study of both texts Connection to contextual factors and how this impacts the writing of these texts	NEA essays to be marked and redrafted for final deadline (December)		
<b>Autumn Term 2</b>	Runner  Interleave revision of Tragedy unit		Paper 2 Section A extract question		
<b>Spring Term 1</b>	William Blake's Songs of Innocence and Experience	Detailed study of the poems Connection to contextual factors and how this impacts Blake's writing	Paper 2 Section B debate response for HMT and TKR		
<b>Spring Term 2</b>	Revision of all texts		Mock Examination		
<b>Spring Term 1</b>	William Blake's Songs of Innocence and Experience	Detailed study of the poems Connection to contextual factors and how this impacts Blake's writing	Paper 2 Section C debate response essay (on two texts)		
<b>Spring Term 2</b>	Revision of all texts		Practice papers		
<b>Summer Term 1</b>	Revision of all texts	Exam technique	Practice papers		
<b>Summer Term 2</b>	Study Leave	Study Leave	Study Leave	Study Leave	

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Year view Subject: English Language		For further information, please see the <a href="#">KS5 Curriculum Booklet</a>		
Students have 5 lessons per week, 3 with Teacher 1 and 2 with Teacher 2				
Year 12	Content	Skills and knowledge	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	<p>T1: <u>Introductory concepts: Understanding language feature/methods – Spoken Language</u>: Explore a variety of spoken texts; compare different modes (spoken and written)</p> <p>T1 and 2 <u>Writing about a topical language issue</u>: on spoken language concepts.</p> <p>T2: <u>Introductory concepts: Written Language</u>: Examine a range of texts and apply the different language methods to understand the meanings and significance of individual texts.</p>	<p>Key terms/content: phonetics, phonology and prosodics – lexis (including social variation), grammar of utterances, pragmatics and modes of discourse.</p> <p>Key terms/content: lexis, semantics, grammar structures – varieties of sentence, clause, phrase and word level – pragmatics and context, modes of discourse</p>	<p>Comparative analysis of spoken language text and written text</p> <p>Students give a variety of written responses on topical issues after research and discussions.</p> <p>Analysis of single text for lexis/semantics and sentences (P1 Q1)</p>	<p>A level Key Component ‘Exploring Language’ Question 3: comparing and contrasting texts</p> <p>A level Key Component ‘Exploring Language’ Question 1: Language under the microscope</p>
<b>Autumn Term 2</b>	<p>T1 As above</p> <p>T2 <u>Language and Gender</u> Examine the linguistic theories associated with this area and see how they apply to different texts by looking at how features or patterns of different language levels create meaning that applies to the contexts mentioned above.</p> <p>- Specific reference to: Gender representation; Gender and spoken language. <u>Writing about a topical language issues</u> on Gender concepts and theories</p>	<p>Key terms/content: lexis, semantics, grammar structures – varieties of sentence, clause, phrase and word level – pragmatics and context, modes of discourse.</p> <p>- Key terms/content: Gender representation, semantic derogation, Deficit, Dominance, Difference theories, Jespersen, R Lakoff, D Spender, D Tannen, D Cameron</p>	<p>Analysis of Media text for Gender representation</p>	<p>A level Key Component</p> <p>‘Dimensions of Linguistic Variation’ Question 2: Language and the Media</p>
<b>Spring Term 1</b>	<p>T1: <u>Language and Power</u> Examine the linguistic theories associated with this area and see how they apply to different texts by looking at how features or patterns of different language levels create meaning that applies to the contexts mentioned above.</p> <p>-Specific reference to: power representation in written texts; power in spoken language.</p> <p>T2 <u>Language and Gender</u> ctd</p>	<p>Types of linguistic power, sources of linguistic power, Accommodation, Co-operation, Face theories, Fairclough, Giles, Grice, Goffman</p> <p>Language and gender as above</p>	<p>Topical language issue 500-word text based on Gender issue</p>	<p>A level Key Component</p> <p>‘Exploring Language’ Question 2: Writing about a topical language issue</p>

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Year 12	Content	Skills and knowledge	Assessments/Checkpoints	Comments
<b>Spring Term 2</b>	<p>T1 <u>Language and Power</u> ctd</p> <p>T2: <u>Language and Technology</u>.</p> <p>- Examine the linguistic theories associated with Technology, apply to different texts by looking at how features or patterns of different language levels create meaning that applies to the contexts.</p> <p>- Specific reference to: Technology representation; technology and multi-modal texts</p>	<p>McLuhan, typographical man, Crystal, <i>Texting: the gr8 db8</i></p> <p>Technological affordances and constraints.</p>	<p>Analysis of written text for Technology concepts</p>	<p>A level Key Component</p> <p>'Dimensions of Linguistic Variation' Question 2: Language and the Media</p>
<b>Summer Term 1</b>	<p>T1 and T2: Revision of Paper 1 content and preparation for Y12 exams.</p>			
<b>Summer Term 2</b>	<p>T1 and T2: Introduce NEA Independent Language Research – Initial research and formulation of proposal, leading to gathering of data and drafting over summer.</p>	<p>T1: Review of previous investigations, structuring an investigation, methods of data collection, observer's paradox, social desirability bias</p> <p>T2: Review of previous investigations, structuring an investigation, methods of data collection, observer's paradox, social desirability bias</p>	<p>Planning and drafting</p>	<p>A level Key Component</p> <p>NEA: Independent Language Research</p>

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5 lessons per week, 3 with Teacher 1 (T1) and 2 with Teacher 2 (T2)			For further information, please see the <a href="#">KS5 Curriculum Booklet</a>	
Year 13	Content	Skills and knowledge	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	T1 and T2: <u>NEA Independent Language Research</u> – Supervised drafting of NEA	Key terms: Introduction, Hypotheses, Contextualisation, Analysis, Conclusion, Evaluation	Ongoing interim checkpoints	A level Key Component NEA: Independent Language Research
<b>Autumn Term 2</b>	T1: <u>Language Change</u> Learn about word formation processes, change processes, contextual factors influencing change. Analyse texts from different historical periods and practise the skills of writing comparative essays. T2: <u>Child Language Acquisition</u> Learn about the ways in which children develop <b>spoken language</b> , including theories, concepts and theorists. Analyse transcripts of spoken language and practise the skills of writing exam answers. T1 and T2: <u>Revision before mock exams</u>	Diachronic and Synchronic Change; Etymology; Grammatical, Semantic and Lexical change; Theories and attitudes: prescriptivism and descriptivism.  Behaviourism, Nativism and other CLA theories and concepts; Lexical, Grammatical and Phonological development	Comparative analysis of two texts from different time periods.  Close analysis of CLA transcript	A level Key Component  Dimensions of Linguistic Variation: Child Language Acquisition
<b>Spring Term 1</b>	T1: <u>Language Change continued</u> <u>NEA including task 2 – Academic Poster</u> A recasting of the student’s Independent Language Research project as an academic poster for Higher Education use. T2: <u>Language and the Media – revision of sociolinguistic concepts</u>	See above Form, purpose, audience, register, using text and images in writing for a new format.	NEA academic poster	A level Key Component  Dimensions of Linguistic Variation: Language Change  NEA: Independent Language Research
<b>Spring Term 2</b>	T1 and T2 Revision leading up to external exams			
<b>Summer Term 1</b>	T1 and T2 Revision leading up to external exams			
<b>Summer Term 2</b>	<u>External examinations</u>			